



Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Year: 5-6

Term: Autumn 2

Week Commencing: Week 6

Day	SPAG/Phonics Learning Objective	SPAG/Phonics Activity	Main Learning Objectives and Success Criteria (must/should/could)	Main Teaching/ Development of knowledge including modelled and shared reading/writing	Activity and Differentiation	Plenary	Assessment
Mon	<u>L.O. To understand how to use a variety of sentence types.</u>	Alan Peat Sentences	<p><b><u>L.O. To understand the skills required to select appropriate and precise vocabulary</u></b></p> <p>Success Criteria:</p> <ol style="list-style-type: none"> <li>I must understand what 'home' means.</li> <li>I should be able to describe my senses when I am home.</li> <li>I could use detailed and figurative language to describe my home.</li> </ol>	<p><b><u>Main teaching</u></b></p> <p>Display the front cover of 'Coming Home' to the children. What is the title?</p> <p>On sugar paper write 'home' in the middle. Ask the children to discuss – what does it mean? Take feedback. What does home mean to you? Discuss. Read the dictionary definition of 'home' - the house or flat/apartment that you live in, especially with your family.</p> <p>Question – Does the word 'home' mean the same thing to everyone? Give children a couple of minutes to think. Take feedback. Why? Teacher models activity – filling in the see, hear, smell, feel grid for what home means to them. Children do the same on their whiteboards using the four headings. Share ideas with partners and up-level their ideas.</p>	<p><b><u>Independent work:</u></b></p> <p><i>Children copy up ideas generated from the main teaching onto the empty 'home' outline sheet. They may want to arrange the words to form features of the building. E.g. Door, window.</i></p> <p><i>Model or show example.</i></p>	<p><i>Silent gallery viewing. Each child picks a piece and says a good thing about it and why they liked it.</i></p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

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Tues	<u>L.O. To understand how to use a variety of sentence types.</u>	Alan Peat Sentences	<p><b><u>L.O. To understand the skills required to create a character profile.</u></b></p> <p><b>Success Criteria:</b></p> <ol style="list-style-type: none"> <li>1. I must be able to recall information from a text.</li> <li>2. I should include evidence from the text.</li> <li>3. I could make inferences and deductions about a character.</li> </ol>	<p><b><u>Main teaching</u></b></p> <p>Listen to the audio clip of a robin's song. Ask children if they know what type of bird it is. What do they already know about robins?</p> <p>Explain that we are going to be reading the book 'Coming Home' by Michael Morpurgo. Has anyone heard of him? Has anyone read any of his books? What type of author is he?</p> <p>Look at the front cover – what time of year is it? How do you know (light, shadows, foliage, trees, holly, snow etc.). Why is it important to be at home at this time of year? (Getting out of the cold, being with the family, enjoying warming, festive food etc.). Read the first two pages. What form of text is this? (Diary, story, poem?) How do you know? Do a vocabulary check with the children asking what do these words mean in the poem – darting, flitting, swooping and soaring. How could we act these words out? Does anyone know any synonyms for these words?</p> <p>"Get there I must, get there I will. I will." Why does this line end with such a short sentence? How is it</p>	<p><b><u>Independent work:</u></b></p> <p><i>Using the blank 'robin' sheet write his feelings and thoughts on the inside (e.g. determined) and its outwards appearances on the outside as you read. Read up to 'Down I go'.</i></p> <p><i>Model, show example.</i></p>	<p><i>Divide the class into pairs or threes. Give them a paragraph of the story to read with expression. They may want to use tapping or drumming as the rain sounds. This is not an acting activity – it is to show reading with expression.</i></p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

				effective? (The Robin's determination.) How would the robin feel at this point in time? How do they know?			
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Wed	<u>L.O. To understand how to use a variety of sentence types.</u>	Alan Peat Sentences	<p><b><u>L.O. To understand how to build on my own and others' ideas about a text and how to challenge someone's views courteously.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I can participate in discussions about books.</li> <li>2. I can build my own ideas about a text that I read.</li> <li>3. I can add to other people's ideas and challenge them.</li> </ol>	<p><b><u>Introduction</u></b> Recap what we have read so far and allow the children time to respond to feedback.</p> <p><b><u>Main teaching</u></b> Show the double-page spread. What impressions do we get of the fisherman? How does the author want us to view the fisherman? (Frightening, monstrous, towering). Discuss the colours and illustrations. Thought tunnel – choose one child to be the 'robin'.  Split the class into two groups ready to give advice. One line is to give reasons why the robin should turn back and the other group to give reasons why the robin should continue. Explain to robin that they can choose which side to listen to but they needs to give reasons for their decision.  Robin walks down the aisle listening to ideas – encourage good speaking and listening and speaking one at a time.  Show the next double-page spread. What do we think of the fisherman now? What words have helped change their opinion? (Cupped, kindest, cheer, happy, easy etc.).</p>	<p><b><u>Independent work:</u></b> Children write an extended answer in their book to the question – How has your opinion of the fisherman changed and what helped you change your mind?  Model, show example.</p>	Read to the end of the story.	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

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Thurs	<u>L.O. To understand how to use a variety of sentence types.</u>	Alan Peat Sentences	<p><b><u>L.O. To understand the skills required to write a poem.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must use descriptive words and phrases.</li> <li>2. I should write using line breaks and verses correctly.</li> <li>3. I could use a range of poetic techniques, such as rhyme, alliteration and word play.</li> </ol>	<p><b><u>Introduction</u></b> Recap what we have read so far and allow the children time to respond to feedback.</p> <p><b><u>Main teaching</u></b></p> <p>Explain that we are going to write our own version of 'Coming Home' in the style of Michael Morpurgo.</p> <p>Children talk to partner describing their journey home from school in detail. Teacher model a version without detail and a version with detail to demonstrate expectation.</p> <p>Teacher demonstrate how to do a quick draft of notes for their journey home and allow children 4 minutes to do the same.</p> <p>Tell the children to imagine it is the last day of term before Christmas and you are just about to leave school to go home. Explain that they are going to be writing their notes up into a poem. Show example.</p> <p>Highlight that the structure of four lines, ending in a short sentence should be evident. Show the books example on the board and discuss why it is effective. How could the children use this in their own writing?</p>	<p><b><u>Independent work:</u></b> <i>Children write their poem in the style of 'Coming Home'.</i></p>	<i>Choose children to read their poems to the class.</i>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>
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Fri	<u>L.O. To understand how to use a variety of sentence types.</u>	Alan Peat Sentences	<p><b><u>L.O. To understand the skills required to edit and improve a poem.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must use descriptive words and phrases.</li> <li>2. I should write using line breaks and verses correctly.</li> <li>3. I could use a range of poetic techniques, such as rhyme, alliteration and word play.</li> </ol>	<p>Explain to the children why it is important to re-read work and edit.</p> <p>Does their poem make sense? Have they used ambitious vocabulary? Is it in the style of Michael Morpurgo? Have they used correct punctuation? Have they included figurative language?</p>	<i>Children re-write their poems neatly into their books and decorate.</i>	<i>Gallery viewing of poems.</i>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

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